Identifying and Implementing Programmatic Interventions That Address Areas in Need of Improvement

In year 2 of the Safe and Supportive Schools (S3) Grant, grantees must expand their work to include supporting the implementation of programmatic interventions[[1]](#footnote-1) that can improve the conditions for learning (CFL) in their partner LEAs and participating schools.

The following model reflects an ongoing process school climate teams can undertake to implement programmatic interventions that address need areas identified through data collected each year. The remainder of this document provides action steps for each phase of the model.

**Model for School Climate Teams to Identify and Implement**

**Programmatic Interventions**

# Review data/evaluate

*Resource: School Climate Teams webinar* [*http://safesupportiveschools.ed.gov/index.php?id=9&eid=24*](http://safesupportiveschools.ed.gov/index.php?id=9&eid=24)

* **Bring together school climate team** 
  + Build on teams that already exist in the school
  + Ensure the team includes staff with expertise in specific areas, as well as someone responsible for decision-making, budgetary decisions.
* **Review survey and incident data:**
  + Assess data quality
    - Is data representative?
    - Were any surveys items problematic (e.g., misinterpreted, high non-response)?
    - How can the data collection process/survey administration be improved next year?
  + Assess data findings
    - What were the results—aggregated and disaggregated?
    - What strengths were identified—for all students and for which subgroups?
    - What issues were identified—for all students and for which subgroups?
    - How does the school compare to other schools in the district and state?
* **Review any existing plans for school/district which address these priorities (such as School Improvement Plans; District Strategic Plans)**
* **Develop S3 vision and goals for school based on data**
  + Ensure vision is shared, get buy-in from teachers/other staff
  + Ensure goals will direct team’s efforts and serve as benchmarks to monitor progress
  + Ensure goals are aligned with and include those identified in existing school/district plan
* ***(one year later) Use data to evaluate whether new and/or changed programmatic interventions were more effective.***
* ***(one year later) Consider whether the vision, goals, and implementation plan require adjustments. If so, make needed changes.***

# Assess current programmatic interventions that address CFL

*Resource: Assessment of Current Programmatic Interventions Addressing Conditions for Learning tool*

* **List the current programmatic interventions being implemented in your school**
* **Gather outcome and process data for those current programmatic interventions**
* **Identify which ones are working well (have led to positive outcomes based on data)**
  + What about the programmatic interventions are working well?
  + Describe positive outcomes.
* **Determine which programmatic interventions are not working well (have not led to positive outcomes)**
  + Is it an evidence-based programmatic intervention?
  + What about the programmatic intervention is not working? Is it something that can be adjusted?
  + Is the intervention being implemented with fidelity?
  + Determine if any of the current programmatic interventions are working at cross purposes and describe how (e.g., unintended consequences)

# Identify change(s) or needed programmatic interventions that address CFL

*Resource: List of Evidence-Based Programs (EBPs) Resources*

* **Determine whether current programmatic interventions can be implemented more efficiently and effectively.** 
  + **Find and review information on programmatic interventions that can leverage strengths and address areas of need that other programmatic interventions are not addressing or not addressing sufficiently**
  + **Select a few that address areas of need based on:**
  + Implementation requirements,
  + Organizational capacity to implement,
  + Degree to which interventions has been tested with similar population to ours,
  + Degree to which interventions is compatible with community culture and values,
  + Training and technical assistance requirements,
  + Availability of tools and methods for assessing and ensuring implementation fidelity,
  + Costs.
* **Pick which programmatic intervention(s) will be implemented over the next year**

# Plan change(s)

*Resource: Summary of NIRN’s Stages of Implementation*

* + Ensure you have information on all aspects of the chosen programmatic intervention(s).
  + Develop logic model that aligns with your vision, goals, other plans, and selected programmatic interventions and will guide planning and activities for the year
  + Plan how you will implement each aspect of the programmatic intervention(s)
    - Determine who will be doing what
    - Determine when tasks will be done
    - Develop a budget – link goals, resources, and funds to allocate dollars in a way that takes advantage of school structures and supports, including existing initiatives to maximize resources
    - Secure needed resources
    - Plan professional development – use data collection to make decisions and provide targeted PD activities; build on data collected throughout the process to ensure that PD strongly links to goals, vision, standards, etc.
    - Plan access to technology and support – could be amended to just be support and resources. Staff need to know that they have the support and resources they need to implement.
    - Schedule times to monitor progress throughout the year.
      * Align schedule with standing activities including routine review by school climate team.
      * Plan role in activities related to this work to have motivating target to do stay on course

# Implement change(s)

* + Implement plan
  + Conduct professional development and training activities
  + Provide access to technology and support
  + Meet on regular basis to monitor progress throughout the year
  + Provide feedback to implementers about the progress and needs they may have

*(Go to Step 1 after implementing for predetermined amount of time.)*

1. According to the S3 grant application, “Programmatic intervention means any program, strategy, activity, service, or policy for school or community settings that prevents and reduces youth crime, violence, harassment, bullying, and the illegal use of drugs, alcohol, and tobacco; creates positive relationships between students and adults; promotes parent and community engagement; promotes the character, social, and emotional development of students; provides or improves access to social services; enables school communities to manage student behaviors effectively while lowering suspensions and expulsions; or provides other needed social and emotional supports for students. Programmatic interventions should be based on the best available evidence, including, where available, strong or moderate evidence (as defined).

   **Strong evidence** means evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity).” [↑](#footnote-ref-1)